United Nations A/C.2/70/L.20

General Assembly

Distr.: Limited
28 October 2015

Original: English

Seventieth session
Second Committee
Agenda item 20 (h)
Sustainable development: United Nations Decade of Education for Sustainable Development

South Africa:* draft resolution

United Nations Decade of Education for Sustainable Development (2005-2014)

The General Assembly,

Recalling its resolution 69/211 of 19 December 2014 and other previous resolutions on the United Nations Decade of Education for Sustainable Development,

Reaffirming its resolution 70/1 of 25 September 2015, entitled "Transforming our world: the 2030 Agenda for Sustainable Development", recognizing that it builds on the Millennium Development Goals and seeks to complete their unfinished business, and stressing the importance of the implementation of this new ambitious Agenda, which has poverty eradication at its core and aims at promoting the social, economic and environmental dimensions of sustainable development,

Recalling that this new Agenda, inter alia, acknowledges equitable and universal access to quality education at all levels and lifelong learning opportunities for all and that it also recognizes the role of education for sustainable development for the acquisition by all learners of the knowledge and skills needed to promote sustainable development,

Reaffirming its resolution 69/313 of 27 July 2015 on the Addis Ababa Action Agenda of the Third International Conference on Financing for Development, which is an integral part of the 2030 Agenda for Sustainable Development and which supports and complements it and helps to contextualize its means of implementation targets with concrete policies and actions within the framework of a revitalized Global Partnership for Sustainable Development,

* On behalf of the States Members of the United Nations that are members of the Group of 77 and China.

15-18847 (E) 301015

Please recycle

Reaffirming also that the Addis Ababa Action Agenda recognizes the importance for achieving sustainable development of delivering quality education to all girls and boys, which will require reaching children living in extreme poverty, children with disabilities, migrant and refugee children, and those in conflict and post-conflict situations, and providing safe, non-violent, inclusive and effective learning environments for all, and that it also recognizes the importance of scaling up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education, including through scaling up and strengthening initiatives, such as the Global Partnership for Education, including by upgrading education facilities that are child, disability and gender sensitive and increasing the percentage of qualified teachers in developing countries, including through international cooperation, especially in least developed countries and small island developing States,

Acknowledging the importance of scaling up investment in science, technology, engineering and mathematics education and enhancing technical, vocational and tertiary education and training, and of ensuring equal access for women and girls to such education and training and encouraging their participation therein,

Acknowledging also the importance of education for achieving sustainable development, including in the context of the Millennium Development Goals, Agenda 21,[1] the Plan of Implementation of the World Summit on Sustainable Development ("Johannesburg Plan of Implementation"),[2] the United Nations Conference on Sustainable Development, the World Conference on Education for Sustainable Development, organized by the Government of Japan and the United Nations Educational, Scientific and Cultural Organization, held in Aichi-Nagoya, Japan, from 10 to 12 November 2014, the World Education Forum 2015, held in Incheon, Republic of Korea, from 19 to 22 May 2015, and the 2030 Agenda for Sustainable Development,

Noting the key findings contained in the review of the implementation of the United Nations Decade of Education for Sustainable Development, 2005-2014 prepared by the Director-General of the United Nations Educational, Scientific and Cultural Organization,[3] the challenges outlined therein, particularly the full implementation of education for sustainable development across education systems, which requires financial resources and increased capacity-building for policymakers, education leaders and practitioners, and the recommendations for the realization of the full potential of the Decade,

Noting also the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014[4] and the Aichi-Nagoya Declaration on

---

[1] *Report of the United Nations Conference on Environment and Development, Rio de Janeiro, 3-14 June 1992*, vol. I, *Resolutions Adopted by the Conference* (United Nations publication, Sales No. E.93.I.8 and corrigendum), resolution 1, annex II.

[2] *Report of the World Summit on Sustainable Development, Johannesburg, South Africa, 26 August-4 September 2002* (United Nations publication, Sales No. E.03.II.A.1 and corrigendum), chap. I, resolution 2, annex.

[3] A/70/228.

[4] See A/69/76.

Education for Sustainable Development[5] adopted at the World Conference on Education for Sustainable Development, and the Incheon Declaration[6] of the World Education Forum 2015,

Welcoming the growing recognition of education for sustainable development as an integral and transformative element of inclusive quality education and lifelong learning, and recognizing the important role of education as a main driver of development and in the achievement of the Sustainable Development Goals,

Recognizing the importance of promoting a holistic approach to education for sustainable development, the need to reinforce the interdisciplinary linkages of the three pillars of sustainable development, including different branches of knowledge, and the role of education for sustainable development in promoting and enhancing public awareness of issues, inter alia, the eradication of poverty, sustainable patterns of consumption and production, human rights, gender equality and women's empowerment, a culture of peace and non-violence, global citizenship and cultural diversity, combating climate change and building disaster resilient communities,

Reaffirming that the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development take into account different national realities, capacities and levels of development and respect national policies and priorities, and that the follow-up and review processes of the implementation of the 2030 Agenda will, inter alia, build on existing platforms and processes, where these exist, avoid duplication and respond to national circumstances, capacities, needs and priorities,

Stressing the importance of inclusivity within the United Nations development system and that observer States be taken into account in the implementation of the present resolution,

1. *Takes note* of the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on the review of the implementation of the United Nations Decade of Education for Sustainable Development, 2005-2014,[3] including the recommendations for future action on education for sustainable development;

2. *Reaffirms* education for sustainable development as a vital means of implementation for sustainable development, and welcomes the increasing international recognition of education for sustainable development as an integral and transformative element of inclusive quality education and lifelong learning;

3. *Encourages* Governments and other concerned stakeholders to scale up education for sustainable development through implementation of the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014[4] and the related goals and targets of the 2030 Agenda;

4. *Invites* Governments to increase efforts to systemically integrate and institutionalize education for sustainable development in the education sector and other relevant sectors, in particular through the provision of financial resources, the inclusion of education for sustainable development in relevant policies and the

[5] A/70/228, annex.

[6] *Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (2015)*, available at http://unesdoc.unesco.org/images/0023/002338/233813M.pdf.

development of the capacities of policymakers, institutional leaders and educators, as well as through the strengthening of research, innovation and monitoring and evaluation on education for sustainable development in order to support the scaling up of good practices;

5. *Calls on* the international community to commit to the provision of inclusive and equitable quality education for all at all levels — early childhood, primary, secondary and tertiary, including technical and vocational training — so that all people may have access to lifelong learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities to participate fully in society and contribute to sustainable development;

6. *Encourages* all Member States, observer States, intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to enhance international cooperation, including by ensuring the necessary means of implementation, in supporting the efforts of developing countries towards the realization of the full potential of education for sustainable development;

7. *Decides* to give appropriate consideration to education for sustainable development in the follow-up and review framework of the 2030 Agenda, working in a coherent and integrated manner with the high-level political forum on sustainable development, the Economic and Social Council and all other relevant organs and forums, in particular the United Nations Educational, Scientific and Cultural Organization, in accordance with existing mandates, reflecting the integrated nature of the goals and targets, as well as the interlinkages among them, and the principles and provisions established under the follow-up and review of the 2030 Agenda;

8. *Invites* the United Nations Educational, Scientific and Cultural Organization, as the lead agency for education for sustainable development, to continue to provide coordination for the implementation of the Global Action Programme on Education for Sustainable Development and the related goals and targets of the 2030 Agenda, in cooperation with Governments, United Nations organizations, funds and programmes, non-governmental organizations and other stakeholders, and advocates the importance of ensuring the provision of adequate resources for education for sustainable development;

9. *Invites* the organizations of the United Nations system, in particular the United Nations Educational, Scientific and Cultural Organization, to continue to provide support and assist Member States, upon their request, in developing their national capacities to promote education for sustainable development, including through knowledge sharing and standard setting, the exchange of best practices, data collection, research and study;

10. *Invites* the United Nations Educational, Scientific and Cultural Organization and other relevant United Nations bodies to continue to assess, in consultation with Member States, progress towards the achievement of the education-related goals and targets of the 2030 Agenda, taking into account their integrated and indivisible nature;

11. *Requests* the Secretary-General to ensure that United Nations country teams continue to further integrate and mainstream education into their programming exercises, in particular United Nations Development Assistance

Frameworks, in consultation with relevant national authorities, while respecting national policies and priorities, when assisting countries in the pursuit of their development objectives;

12. *Encourages* all Member States, observer States, relevant intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to give due consideration to the contribution of education to the achievement of sustainable development in the formulation of national, regional and international development policies and international cooperation instruments;

13. *Calls upon* the relevant organizations of the United Nations system, within their respective mandates and resources, to include observer States in the implementation of the present resolution;

14. *Requests* the Secretary-General to include in his annual progress report on the implementation of the Sustainable Development Goals to its seventy-second session, in consultation with Member States, relevant United Nations funds and programmes and the specialized agencies of the United Nations, in particular the United Nations Educational, Scientific and Cultural Organization, an evaluation of the implementation of the Global Action Programme and the related goals and targets of the 2030 Agenda;

15. *Decides* to include in the provisional agenda of its seventy-second session, under the item entitled "Sustainable development", the sub-item entitled "Implementation of the Global Action Programme on Education for Sustainable Development and the related goals and targets of the 2030 Agenda for Sustainable Development".